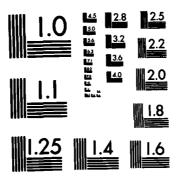
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JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR 15E
PERSHING MISSILE CREWMAN

REFERENCE SOLDIER'S MANUAL DATED

12 April 1977

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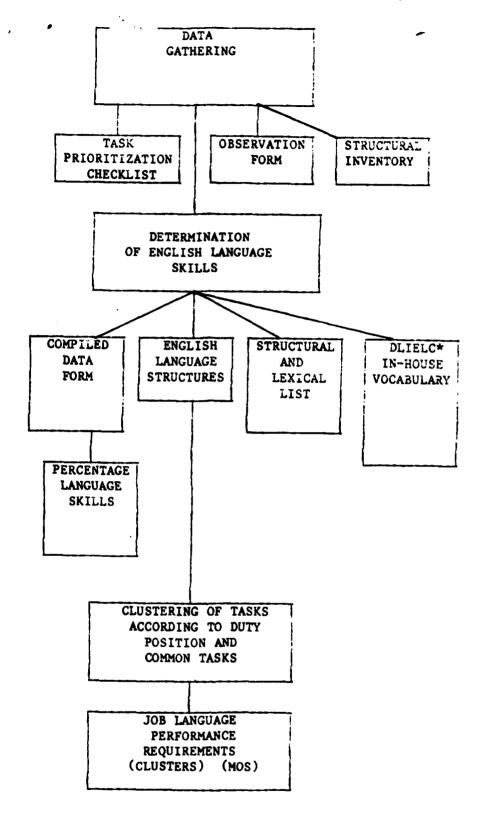


FIGURE 1

^{*}Defense Language Institute English Language Center

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PREFACE

INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-IV discuss methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for developmment of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes directly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.

Appendix seven contains the machine-generated vocabulary for this MOS prepared by the United States Army Training and Doctrine Command (TRADOC), Fort Monroe, Virgina.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated.

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SECTION I

DATA GATHERING

INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

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SECTION I: DATA GATHERING

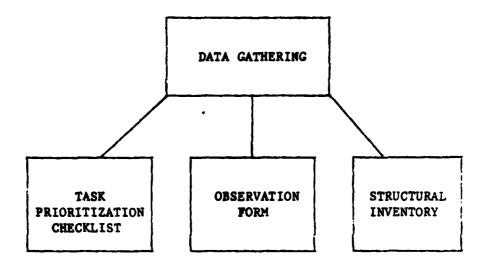


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

- 1. Is the task taught?
- 2. How is the task taught?
- 3. Is the task tested?
- 4. How is the task tested?
- 5. How important are speaking, listening, reading and writing in learning and performing the task?
- 6. What are the results of poor performance in performing the task.

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

The Observation Form (Appendix 4) was used to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MOS and then all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.

SUMMARY/CONCLUSION:

The tools for data gathering were:

- 1. The Task Prioritization Checklist (Appendix 1)
- 2. The Task Inventory Compiled Data Form (Appendix 2)
- 3. The Observation Form (Appendix 4)
- 4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.



SECTION II

DETERMINATION OF ENGLISH LANGUAGE SKILLS

INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

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SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

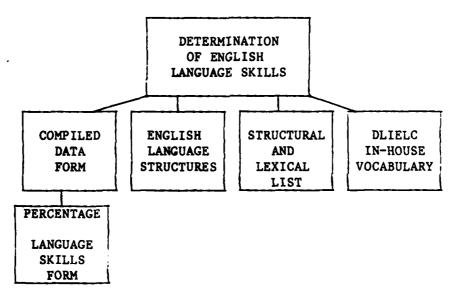


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

- 1. Methods of teaching.
- 2. Methods of testing.
- 3. The actual respondents' ratings of the four Englist language skills.

From each of the three variables the following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing listening reading, writing

Methods of Testing performance oral written

listening speaking writing, reading

Rating of English Language Skills listening speaking reading writing

*a response of 2 or 3 on a scale of 1 to 3 was tallied

a response of 1, 2, or 3 on a scale of 1 to 5 was tallied

*See Al

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

TR + TxVxR = % of use

T = total number of tasks per cluster

V = language skill variable per cluster**

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

Listening 23% Speaking 13% Reading 10% Writing 11%

As shown by the figures, <u>listening</u> is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

**See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized English Technial Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical ti 'e in Appendix 5.

SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.

SECTION III

CLUSTERING OF COMMON AND DUTY POSITION TASKS

INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS.

III-1

(1) ? Blook

JOB LANGUAGE
PERFORMANCE
REQUIREMENTS
(CLUSTERS)

JOB LANGUAGE
PERFORMANCE
REQUIREMENTS
(CLUSTERS)

FIGURE 4

SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

- FIRST AID
 NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
- 3: BASIC INDIVIDUAL TECHNIQUES
- 4. CAMOUFLAGE
- 5. SECURITY AND INTELLIGENCE
- 6. COMMUNICATIONS
- 7. LAND NAVIGATION
- 8. M16A1 RIFLE
- 9. LIGHT ANTITANK WEAPON (LAW)
- 10. GRENADES
- 11. MINES
- 12. M60 MACHINEGUN
- 13. PATROLS
- 14. EMPLACEMENT AND COUNTDOWN
- 15. ERECTOR-LAUNCHER OPERATOR AND ASSISTANT SECTION CHIEF

SECTION IV

JOB LANGUAGE PERFORMANCE REQUIREMENTS

INTRODUCTION

This section discusses the format for the Job Language Performance Requirements.

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IV-1

SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK: CONDITION: STANDARD:

A. TASK

The Job Language Performance Requirements state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

SPEAKING

Produces oral utterances to report/inform/explain/elicit response/respond.

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and audio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.

Basically, the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques into his understanding of the previous lecture.

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

LISTENING

Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI, though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.



C. STANDARDS

The standard for our purpose is 100%. A standard for understanding or speaking cannot be tested as saying the soldier will disassemble a .45 caliber pistol in eight minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.

FIRST AID

I. PERCENTAGE LANGUAGE SKILLS

Listening 35% Speaking 20% Reading 17% Writing 19%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen to respond

CONDITIONS: Given a medical scenario involving simple questions about

an illness in any training situation (Appendix 4), using standard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understanding of oral utterances

TASK: Produce oral utterances to explain

CONDITIONS: Given a simple medical scenario requiring an oral

interpretation in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral communication

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of cap-

tioned illustrations, procedures, tables and explanations

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

061-15E-0001 Inspect a Casualty to Determine the First Aid Measures to

be Applied

061-15E-0002 Clear and Maintain the Airway of a Casualty

061-15E-0003 Restore Breathing and Heartbeat by Mouth-to-Mouth resusci-

tation and External Heart Massage

061-15E-0004 Stop the Bleeding of a Wound by Direct Pressure

061-15E-0005	Stop the Bleeding of a Wound by Applying a Tourniquet
061-15E-0006	Protect the Wound(s) of a Casualty
061-15E-0007	Treat a Casualty for Shock
061-15E-0016	Apply First Aid for Electrical Shock
061-15E-0020	Apply Preventive Measures to Reduce Cold, Wet, and Hot Weather Injury

NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening 67 Speaking 37 Reading 47 Writing 37

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appendix

4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen to perform

CONDITIONS: Given oral warnings or verbal commands regarding simulated

NBC situations (scenarios) in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7).

STANDARDS: 100% understanding of oral utterances

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given NBC situations requiring oral alarms

STANDARDS: 100% understandable oral utterances

TASK: Read to learn .

CONDITIONS: Given printed MOS training materials in the form of proce-

dures, captioned illustrations and notations defined as

explanations

STANDARDS: 100% understanding of printed content

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

procedures, captioned illustrations and notations defined

as explanations

STANDARDS: 100% understanding of printed material

TASK: Write to record and report

CONDITIONS: Given a requirement to produce a written report STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

061-15E-0031	Apply First Aid Measures to a Chemical Agent Casualty
061-15E-0024	Recognize and Mark NBC Hazards
061-15E-0026	Don a Protective Mask
061-15E-0027	Take Protective Measures Against NBC Hazards
061-15E-0028	Decontaminate Self, Equipment and Supplies After a Chemical Attack
061-15E-0029	Decontaminate Self, Equipment and Supplies After a Biological Attack
061-15E-0030	Decontaminate Self, Equipment and Supplies After Nuclear Fallout

CAMOUFLAGE

I. PERCENTAGE LANGUAGE SKILLS

Listening 40% Speaking 28% Reading 22% Writing 22%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation (Appendix

4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation (Appendix 4), using standard and non-standard atructural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

instructions, charts, captioned illustrations, explanations

and procedures

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

061-15E-0039 Camouflage Self, Individual Weapons and Equipment

10

SECURITY AND INTELLIGENCE

I. PERCENTAGE LANGUAGE SKILLS

Listening 22% Speaking 13% Reading 10% Writing 10%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation (Appendix

4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen to orally interact

CONDITIONS: Given oral challenges, passwords, and scenarios in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce spontaneous oral utterances to interact

CONDITIONS: Given the requirement to orally respond to challenges,

passwords and security situations in any training

situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

procedures, tables and warnings

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given the requirement to complete forms and make written

reports

STANDARDS: 100% understandable and legible written content

. III. TASK NUMBERS AND TITLES

061-15E-0325 Process and Evacuate Known or Suspected Enemy Personnel

061-15E-0323 Report Enemy Information (SALUTE)

061-15E-0337 Identify Personnel Using Challenge and Password

COMMUNICATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening 23% Speaking 13% Reading 9% Writing 12%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appendix

4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral utterances

TASK: Listen to perform

CONDITIONS: Given a brief oral message including prowords in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral content

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances over radiotelephone

CONDITIONS: Given the requirement to orally communicate using the pho-

netic alphabet in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

instructions, captioned illustrations and sample messages

using prowords

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given a requirement to complete communication forms and

logs

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

061-15E-0201	Install and Operate Field Telephones TA-312/PT
061-15E-0202	Perform Operator Checks and Services on Field Telephone
	TA-312/PT
061-15E-0203	Install Communications Wire Lines
061-15E-0204	Communicate Information Over Tactical Wire Lines
061-15E-0205	Perform Operator Maintenance on Communications Wire



LAND NAVIGATION

I. PERCENTAGE LANGUAGE SKILLS

Listening 0% Speaking 0% Reading 0% Writing 0%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation (Appendix

4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of marked

maps, definitions, captioned illustrations, instructions

and procedures

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to record the grid reference

STANDARDS: 100% legible written content

III. TASK NUMBERS AND TITLES

061-15E-0302 Determine the Altitude of a Point Using a Map

061-15E-0304 Measure a Grid Azimuth with an M2 Compass

061-15E-0305 Convert Grid Azimuth to Magnetic Azimuth or Magnetic

Azimuth to Grid Azimuth

061-15E-0306 Measure an Azimuth on a Map with a Protractor

061-15E-0307 Measure Ground Distances on a Map 061-15E-0308 Measure Ground Distance by Pacing

061-15E-0309 Locate an Unknown Point on a Map by Intersection

061-15E-0310 Locate an Unknown Point on a Map by Resection

061-15E-0311	Orient A Map Using a Compass
061-15E-0312	Orient a Map by Terrain Association
061-15E-0313	Determine Your Location by Terrain Association
061-15E-0315	Select a Movement Route Using a Map
061-15E-0316	Navigate from One Point to Another Using a Map and Compass
061-15E-0320	Locate a Point on a Map using the Military Grid Reference
	Svetem

M16A1 RIFLE

I. PERCENTAGE LANGUAGE SKILLS

Listening 36% Speaking 24% Reading 17% Writing 20%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any training

situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to make a verbal report in any training .

situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of proce-

dures, captioned illustrations, warnings and references

STANDARDS: 100% understanding of printed content

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of a range card

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to complete a range card

STANDARDS: 100% understandable and legible written content

TASK: Write to record and report

CONDITIONS: Given a requirement to produce a written report STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

061-15E-0701 Load/Unload/Clear an M16A1 Rifle 061-15E-0702 Disassemble/Assemble an M16A1 Rifle 061-15E-0703 Inspect and Maintain an M16A1 Rifle

V-13-15E

B

061-15E-0705 Apply Immediate Action to Reduce a Stoppage in an M16Al Rifle
061-15E-0707 Battlesight Zero an M16Al Rifle
061-15E-0708 Engage a Target with an M16Al Rifle

LIGHT ANTITANK WEAPON (LAW)

I. PERCENTAGE LANGUAGE SKILLS

Listening 20% Speaking 12% Reading 5% Writing 8%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any

training situation (Appendix 4), using standard and non-

standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7).

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to make a verbal report in any

training situation (Appendix 4), using standard and non-

standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of pro-

cedures, descriptions, tables and SOPs

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

061-15E-0724 Prepare an M72A2 LAW for Firing

061-15E-0725 Engage a Stationary Target with an M72A2 LAW

061-15E-0726 Engage a Moving Target with an M72A2 LAW

GRENADES

I. PERCENTAGE LANGUAGE SKILLS

Listening 23% Speaking 16% Reading 9% Writing 10%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen for information

CONDITIONS: Given oral instructions to perform task specific assign-

ments in any training situation (Appendix 4), using stan-

dard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and non-

standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of war-

nings, procedures, definitions, captioned illustrations

and references

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

061-15E-0731 Load/Unload/Clear an M203 Grenade Launcher 061-15E 0732 Engage a Target with an M203 Grenade Launcher 061-15E-0733 Disassemble/Assemble an M203 Grenade Launcher 061-15E-0734 Inspect and Maintain an M203 Grenade Launcher

061-15E-0737 Apply Procedures for Failure to Fire on an M203 Grenade Laun

061-15E-0742 Engage a Target with Hand Grenades

R. W.

MINES

I. PERCENTAGE LANGUAGE SKILLS

Listening 27% Speaking 8% 0% Reading Writing 4%

JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or upon

request

CONDITIONS:

Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7).

STANDARDS:

100% understandable oral responses

TASK:

Produce oral utterances to inform and respond

CONDITIONS:

Given a requirement to make a verbal report in any

training situation (Appendix 4), using standard and non-

standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral utterances

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of war-

nings, procedures, definitions, captioned illustrations

and references

STANDARDS:

100% understanding of printed content

TASK:

Write to inform

CONDITIONS:

Given a requirement to mark mine fields

STANDARDS:

100% understandable and legible written communication

III. TASK NUMBERS AND TITLES

061-15E-0740 Install/Fire/Recover a Claymore Mine

M60 MACHINEGUN

I. PERCENTAGE LANGUAGE SKILLS

0% Listening 0% Speaking 17 Reading 17 Writing

JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any training

situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to answer in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

100% understandable oral utterances ... STANDARDS:

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

> narios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read to learn

CONDITIONS: Given printed MOS training material's in the form of

requirements, captioned illustrations and labels

STANDARDS: 100% understanding of printed content

TASK: Read for information

Given printed MOS training materials in the form of a CONDITIONS:

range card

STANDARDS: 100% understanding of printed content

TASK: Write, to record

CONDITIONS: Given a requirement to complete a range card STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

061-15E-0711 Load/Unload/Clear an M60 Machine Gun

Apply Immediate Action to Reduce a Stoppage in an M60 061-15E-0713

Machine Gun

061-15E-0714 Disassemble/Assemble an M60 Machine Gun

061-15E-0715 Inspect and Maintain an M60 Machine Gun 061-15E-0716 Mount/Dismount an M60 Machine Gun on a Tripod
061-15E-0718 Engage a Ground Target with an M60 Machine Gun
061-15E-0720 Engage an Aerial Target with an M60 Machine Gun
061-15E-0338 Prepare a Range Card for a Machine Gun

PATROLS

I. PERCENTAGE LANGUAGE SKILLS

Listening 13% Speaking 8% Reading 9% Writing 10%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen for information

CONDITIONS: Given oral instructions to perform task specific assign-

ments in any training situation (Appendix 4), using stan-

dard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Listen to orally interact

CONDITIONS: Given oral challenges, passwords and scenarios in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Produce oral utterances to inform

CONDITIONS: Given a requirement to select personnel and make oral

reports in any training situation (Appendix 4), using stan-

dard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Produce spontaneous oral utterances to interact

CONDITIONS: Given the requirement to orally respond to challenges,

passwords and security situations in any training

situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

instructions, explanations and procedures

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

061-15E-0327 Select Personnel and Equipment for a Patrol

061-15E-0331 Lead a Security Patrol

061-15E-0328 Cross a Danger Area as a Member of a Patrol

EMPLACEMENT AND COUNTDOWN

I. PERCENTAGE LANGUAGE SKILLS

Listening 19% Speaking 11% Reading 7% Writing 7%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appendix

4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen to respond

CONDITIONS: Given a scenario involving simple questions in any training

situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral utterances

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

instructions, manuals, explanations and procedures

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

061-15E-5001 Extend the Missile Propulsion Section from the Container

061-15E-5002 Extend the Guidance Section From the Container

061-15E-5003 Attach the Hoisting Beam to the Missile Section (First

Stage, Second Stage, or Guidance Section).

061-15E-5004 Perform Crewman Functions While Installing & Attaching the

First Stage to the Azimuth Ring

061-15E-5005 Perform Crewman Functions While Installing & Mating the

Second Stage to the First Stage

061-15E-5007 Perform Crewman Functions While Positioning & Mating the

Guidance Section to the Second Stage

061-15E-525! Guide the Erector-Launcher (EL) Over the Firing Point

061-15E-5252 Ground the Erector-Launcher (EL)

061-15E-5253 Emplace the Jack Pads and Lower the Front Jack

061-15E-5254 Disconnect and Connect the Tractor and the Erector-Launcher (EL)

061-15E-5255	Lower the Work Platform and Rotate the Warhead Section
	Handling Device From the Travel Position
061-15E-5259	Operate the Davit Assembly
061-15E-5010	Perform Crewman Functions While Positioning and Mating the Warhead Section (WS) to the Guidance Section
061-15E-5015	Install a Shaped Charge Retainer Assembly on the Second Stage Missile Section
061-15E-5016	Emplace the Launching Control Group (LCG) and Power Distribution Box (PDB)
061-15E-5017	Lay the 60W18 Cable and Attach the Remote Firing Box (RFB)
061-15E-5018	Assemble and Emplace the Azimuth Reference Unit Shelter Assembly (ARU Tent)
061-15E-5020	Install, Remove, and Store the Guidance Section Heating Blanket
061-15E-5021	Precondition the Guidance Section
061-15E-5026	Emplace, Start, and Shutdown the 45KW Generator
061-15E-5036	Perform Start and Shutdown Procedures on the 10KW Generator
061-15E-5501	Ground the Power Station (PS), Connect Cables and Air Systems
061-15E-5502	Perform Prestart Procedures on the Power Station (PS)
061-15E-5503	Perform Start and Shutdown Procedures on the Power Station (PS)
061-15E-5504	Operate the Power Station (PS) During a Confidence/Standard Count
061-15E-5505	Operate the Power Station (PS) During a Quick Count
061-15E-5506	Refuel the Power Station (PS) During Operation



ERECTOR-LAUNCHER OPERATOR AND ASSISTANT SECTION CHIEF

I. PERCENTAGE LANGUAGE SKILLS

Listening 44% Speaking 26% Reading 17% Writing 20%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation (Appendix

4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances to inform

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Produce oral utterances to warn

CONDITIONS: Given a requirement to utter verbal warnings in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

instructions, manuals, tables, explanations and proce-

dures

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

061-15E-5006 Inspect the Safe and Arm Mechanism or EBW HEFU Case

Venting System

061-15E-5008 Direct the Unpackaging and Transfer of the Warhead Section

(WS) from the Warhead Container to the Erector-Launcher

(EL) Warhead Handling Device

061-15E-5009 Perform Continuity Test of Warhead Section with the

T4127A Test Set

061-15E-5012 Supervise the Installation of Initiator: 'A the Rocket

Motor Igniter

061-15E-5013 Inspect a Hydraulic Actuator

061-15E-5034 Direct a Quick Count

061-15E-5050 Direct a Confidence/Standard Count

061-15E-5037 Transfer Weight and Remove Hoisting Beams

A

061-15E-5042	Direct Installation of the First Stage Missile Section on the Erector-Launcher (EL) and Attach the First Stage to
	the Azimuth Ring Assembly
061-15E-5043	Direct Installation of the Second Stage Missile Section
	on the Erector-Launcher (EL) and Attach the Second Stage
	to the First Stage
061-15E-5044	Direct the Mating of the Guidance Section to the Second
	Stage
061-15E-5045	Direct the Mating of the Warhead Section to the Guidance
	Section
061-15E-5256	Operate the Erector-Launcher (EL) During a
	Confidence/Standard Count
061-15E-5257	Operate the Erector-Launcher (EL) During a Quick Count
061-15E-5253	Operate the Erector-Launcher (EL) During Recapture
•	Procedures
061-15E-5019	Enable and Disenable the Warhead with the T1500A and T436

SECTION VI

JOB LANGUAGE PERFORMANCE REQUIREMENTS (Entire MOS)

INTRODUCTION

This section contains language tasks for each generic skill for this MOS. Listed below each task are the types of receptive or productive language activity involved.

Wind Oliver

VI-1

LISTENING

TASK: Understand oral language intended to inform or instruct.

CONDITIONS: Given explanations, procedures, rules, instructions or

definitions in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding and assimilation of presented oral language

task.

The following are specific conditions found in this language task:

Instructions SQT questions

Described situations

Directions Lectures Commands, Orders Sound tracks (films, tapes) Standard/Non-standard English

Understand spontaneous oral language or language via a technical TASK:

medium - such as a radio telephone - intended to inform and

elicit responses.

CONDITIONS: Given scenarios, questions, commands or requests in simple to

complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5, & 6)

STANDARDS: 100% understanding and assimilation of oral language in order

to apply and respond.

The following are specific conditions found in this language task:

Shouting

Radio communications

Coded messages Spellings

Conversation

Requests



SPEAKING

TASK: Formulate and produce appropriate oral responses spontaneously.

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios,

instructions, or cues in any training situation.

(Appendices 5 & 6)

STANDARDS: 100% understandable oral response using correct lexicon and

syntax for the training situation.

The following are specific conditions found in the language task:

Explanations
Statements
Repetitions
Counting
Corrections
Assignments
Notifications
Oral reports
Answers
Clarifications
Information

TASK: Produce oral utterances to interact and communicate spontaneously

or via a technical medium such as radio telephone.

CONDITIONS: Given a communicative situation (Appendices 4, 5, & 6

Soldier's Manual) in any training situation.

STANDARDS: 100% understandable communication using correct lexicon and

syntax for the communication act.

The following are specific conditions found in this language task:

Requesting permission
Transmitting messages
Call signs
Vocal signals
Shout warnings
Radio communications
Target locations
Directions (N,S,E,W)
Directions, general
Requests for fire
Report on the results of fire
Challenges/Passwords
Training sessions
Interaction

Requesting information



READING

TASK: Read MOS training in the form of printed prose or graphic

representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate

problems, intercept codes and complete forms.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex printed form in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of printed content.

The following are specific conditions found in this language task: Captions with illustrations.

Lists Extracts
Procedures Columns
Information Indices
Definitions Charts
Outlines Methods

Signs Technical Vocabulary

Markers Standard Operating Procedures

References Cartoons
Rules Problems
Maps Manuals

Flags Graphic Training Aids

Military Documents

I.D. Papers Regulations

TASK: Identify, understand, and interpret written utterances pertinent

to MOS training in technical or non-technical language.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex written form in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of written content.

The following are specific conditions found in this language task:

Lists Information Descriptions

Radiation readings off dosimeter

Coordinate scales Callsigns-suffices Three-letter codes

Examples Calculations Markings

Radio communications

Range cards Notes Messages

Ox

WRITING

TASK: Upon instruction, write in conventional orthography, letter,

numbers, words or sentences appropriate to the training

situation.

CONDITIONS: Given standardized forms, paper or answer sheets and the

instructions to list, answer, describe or recall.

STANDARDS: 100% syntactical and lexical correctness and legibility of

writing which is also appropriate in style and usage to training

situations. (Appendix 4)

The following are specific conditions found in this language task:

Ratings
Signatures
Range cards
Data symbols
Answers
Descriptions
Notes
Reports

TASK: Write, in conventional orthography, letters, or specialized code,

numbers, words or sentences in order to transmit or record

information.

CONDITIONS: Given standardized forms or paper and oral communication.

STANDARDS: 100% syntactical and lexical correctness of writing which can

be read by another speaker of English.

The following are specific conditions found in this language task:

Technical forms

Codes

Grid coordinates Decoded messages Encoded messages

Logbooks

Plottings

Figures

Reports

Tags

Range cards

Applicable DA forms

APPENDICES

- 1. Task Prioritization Checklist
- 2. Task Inventory Compiled Data Forms
- 3. Percentage Language Skills
- 4. Observation Form
- Structural/Lexical list
 Vocabulary (DLIELC in-house)
- 7. Vocabulary (machine-generated)
- 8. English Language Structures



APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the Department of the Army in 1980.

	YOUR CURRENT MOS: (PRESENTLY ' UNG IN) MOS IN WHICH YOU WERE TRAINED: POSITION:
	*RATING: 1=low K OF: IMPORTANCE HOW SE MED TAUGHT WOF: TAUGHT WO STEND TO SEA KING * WRITING * LECTURE HOW OF: TAUGHT WO STEND TO SEA KING * WRITING * LECTURE HANDS-ON YES
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APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from the Task Prioritization Checklist.

/6/	Mos	NUMBER OF RESPONDENTS	_
PAGE	DATA OBTAINE	D FROM GERMANY TRAINING SPECIALIST	-
RATING OF ELS	writing reading speaking	TERRETARIO EN TRADESTA DE CONTRADO EN TRADESTA DE CONTRADO EN TRADESTA DE CONTRADO EN TRADESTA DE CONTRADO EN T TRADESTA DE CONTRADO EN TRADESTA DE CONTRADO EN TRADESTA DE CONTRADO EN TRADESTA DE CONTRADO EN TRADESTA DE C	
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CRITICALITY	danger to person or equipment importance			
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ICAL	equipment	
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APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

This appendix contains the computations for the percentages of listening, speaking, reading and writing involved in each cluster.

Some clusters have two sets of computations because some Task Prioritization Forms were received after original computations and had to be added on.



PERCENTAGE LANGUAGE SKILLS 108 15E

count number of responses to variables in the cluster

			, 00		
	FORMULA	LISTENING	SPEAK ING	DING	WRITING
cluster that clus	×	-demonstration	-oral (test)	-sel:-paced	-lecture
clus	"	-lecture	-rating (scale)	-written (test)	-self-paced
the in t) (R	-hands-on		-rating (scale)	-written (test)
ask	+ (T)(V)(R)	-performance (test)			-rating (scale)
variables r .n any ta	TR	-rating (scale)			
2 S	Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 100%
cluster	FIRST AID	9×5×10= 450	1x 2x 10= 180	7x3x n=270	9x4x10= 360
respons in the of respo		28 34 31 450 /159.000 27	11 21 36	6 12 28 46 270/46.000	34 6 12 17
funnuer or er of tasks tels tels		27 39 159	180/36.200	270/46,000	17 69 3/30 67.000
number variab		35%	20%	17%	19%
	NBC	1X5x9= 315	7x2x9=126		7277: 252
T T V R			1 3 4 .032 .76/4.000	7 1037	3 / / / 5 / 5 / 5 / 5 / 5 / 5 / 5 / 5 /
		(¿ e) e	7,17.	45),	200
	MARC	1 X 5 X 5: U-	1x2x4= 18	1X = ×9= 27	1x vrg - 36
	- Pr MARQUE	2 3 2 4: /14.000 2- 5 14	18/3.000	1 5 185 27/5:000	7 191
		31,12	1700	1970	1370
	-			1	1

PERCENTAGE LANGUAGE SKILLS MOS /SE

នុ	FOI LA	LISTENING	SPEAK ING	READING	WRITT.
ter coluster	*	-demonstration	-oral (test)	-self-paced	-lecture
cluster that clu	ļ "	-lecture	-rating (scale)	-written (test)	-self-paced
the c	(T)(V)(R)	-hands-on	ļ •	-rating (scale)	-written (test)
in ask	+ (I)(-performance (test)			-rating (scale)
ariable in any	TT.	-rating (scale)	•		
va er s i	Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 100%
s to ust	CAMOUFLAGE	1x5x9= 45	1X2X9= 18	1X3×9= 27	1x4x9=36
umber of responses to variables of tasks in the cluster es number of respondents in any ta	261-15E-0039	3 4 4 45 /18.000 3 4 18	18/5.000	1 4 6 .222 27/6,000	4 1 2 8 36 8.00
l nu	·				
total num number of variables		40%	28%	22%	22 %
	SECURITY	3×5×9=135	3x2x9=54	3x3x9=81	3x4x9=105 .
TR T T V V	ANTELLIA NEE OG 156 - 0325 ALL 7	7 7	2 57 .130 54/7.000	5 8,099 8,200	y 2 1 11
		2202	13%	10%	105%
	[DOMANNIATON]	5x5x = 200	5x1x8= 80		9×1×9= 160
		6 10 11 20 \(\frac{46.500}{1}\)	1	/	10 1 3- 19 119 119
		2202	139,	902	1200-
				4	

PERCENTAGE LANGUAGE SKILLS MOS 15E

FORM. LISTENING SPEAKING READING WRITING -demonstration -oral (test) -self-paced -lecture -lenture -rating (scale) -written (test) -self-paced + (T)(V)(R)-hands-on -rating (scale) -written (test) -performance -rating (scale) (test) -rating respondents in (scale) Cluster 3 - 100% 5 = 100% 2 = 100%4 = 100%LAND 14x 4x0=0 14x 5x 0= 0 14x2x0=0 1449x0=0 からからなでる of 1000 0% 0% 0% 6xxx 9=108 6x3x9= 162 6x4x9=216 MIGAI 6X5X9=270 RIFLE 17 23 17 15 23 7 162/27.000 21/7. 3600 17% LAW 3×5×7=105 3X2X7=42 105/21.000 3 C6/ 156 · 0721/ 2000 122 5% 80%

total number of responses to variables in the cluster number of tasks in the cluster

PERCENTAGE LANGUAGE SKILLS MOS ISE

*	£	FORMULA	LISTENING	SPEAKING	READING	WRIT
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APPENDIX 4

OBSERVATION FORMS

The attached forms were taken to the actual training where observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in this MOS.



MOS		PERSON RECO	TUING	LOCATION (UNII/AII
SUE	JECT	·	* TASK NUMBER	IF KNOWN
Phy	sical Environment of Instruction			
	Large enclosed area (bleacher site (Warehouse size)	s)		
	Other	Styles	of Communication	Instructor, Verbal orders
Com	ments:	B. In C. Re D. Bo E. Pr F. Sh G. No	rmal Speech formal Speech gional/Ethnic dy Language ofanity op talk/slang n-standard English	
Med	ia of Instruction	I. Ot		
A. B. C. D. E.	Graphic Training Aids (diagrams, e Illustrations (requiring reading Maps Mock-ups			
H. T I. J. K.	Training Publications (required/av	ailable)	B. Answers (spoke	piece of equipment/device en - written)
N. O. P. Q.	Signs/Norices P.A. System Normal Voice Soldier's Manual Chalkboard Other		C. Signals D. Performance E. Taking Notes F. Teamwork G. Other Comments:	

■ Instructional Ratio

- A. Instructor; one-to-one/class
- Peer/one-to-one
- C. Group or Committee Group (group of instructors of whom one teaches one portion of the whole) - Small (12 or less)
 - → Large (more than 12)
- D. ?r E. _stions

Comments:



APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of structural and lexical items for this MOS. (For discussion, see Section II)

STRUCTURAL ITEMS

SENTENCE PATTERNS

SIMPLE: One subject and one predicate

- Subject and action verb Firer aims.
- 2. Subject and action verb and direct/indirect object Many things cause burns.
- 3. Subject and linking verb and subjective complement This is very important.

COMPOUND: Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

COMPLEX: One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

- Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.
- 3. Noun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.

SENTENCE TYPES

1. INTERROGATIVE

(do, does, modal, wh-, tag, inverted) But what about the other 15 meters? Ask, "What is there?"

2. DECLARATIVE

Classified information will not be discussed over the telephone.

3. EXCLAMATORY

HALT!

4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

5. ELLIPSIS:

Split the bracket until fire for effect is possible. Most common type of ellipsis--subject deleted

6. FRAGMENT

Movement to occupy a position. All other parts.

ADVERBIAL CLAUSES

1. PURPOSES

Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

2. CONTRAST

Although natural terrain features are likely not to change and make good reference points to orient a map, you may also use manmade features such as roads, bridges, etc., to orient your map.

3. COMPARISON

Place suitable material under him as well as over him if necessary.

4. RESULT

Blending is the use of camouflage materials on, over, and around an object so that it appears to be part of the background.



5. MANNER

Take deep breath and place mouth around soldier's mouth; then blow forcefully as you observe his chest.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be relessed.

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

4. PREPOSITIONAL

Under certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.



LEXICAL ITEMS

ADJECTIVALS

"rifle bore cleaner"
"waste material"
"burning residue"
"semi-fixed ammunition"
"extracting/loading ammunition"
"firing hammer"
"four life-saving steps"
"chest/heart massage"
"tourniquet material"
"field material"
"field condition"
"mouth-to-mouth resuscitation"

ADJECTIVES

1. WORD + ABLE

AVAILABLE

- COMPARATIVES
 Threat main tanks are smaller than the US main battle tanks.
- 3. SUPERLATIVES The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

PRONOUNS

- INDEFINITE
 Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).
- 2. POSSESSIVE Shake his shoulder and shout, "Are you OK.?".
- 3. SUBJECTIVE
 This will give you correct nomenclature.
- 4. OBJECTIVE
 It will also give you the correct functioning.
- REFLEXIVE Keep yourself clear of the muzzle.

VERBS

1. VERB TENSES

Make sure you clearly understand the task you are to teach.

- --You will be tested.
- -- If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.
- -- If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.
- --When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.
- -- Have someone walk the FDL and determine dead space.
- -- Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb
present verb (uninflected, third
 person, indicative)
past tense (regular/irregular)
present perfect
future

2. TYPES

intransitive (You) train for results.

transitive Mask the casualty.

linking
The skin becomes inflamed.

3. VOICE

active

recognize appear protect seek is facing secure remove wear explode mask stored sounds do require points out could affect seen

has
must be
wipe
rinse
put brush
empty
reassemble
reinstall



passive

given
is protected
is sprayed

are alerted are reported have been corrected are authorized be corrected

passive+verb+ing
"task will be performed
using procedures"
modal+passive voice
"can be determined"
modal+negative+passive
"must not be eliminated"

4. MODALS

You <u>must</u> demonstrate, once every 6 months, that you <u>can</u> meet or exceed the <u>minimum</u> level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"
"be"
"will be given"
"should be"
"must"
"must be"
"can"
"can be"
"may be"
"should no be"

5. AUXILLIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.

GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

INFINITIVES

To fire, hold the MIGAl in the rest with your right shoulder firmly against the weapon's butt plate.

ADVERBS +

1. SUPERLATIVE

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been rarely removed.

4. OTHER

Assembly procedure for the grenade launcher merely reverses disassembly steps.

5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

VERBS AND ADVERB

(particles)

Put on the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.

APPENDIX 6

VOCABULARY (DLIELC IN-HOUSE)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary.

NOT APPLICABLE

REF: On 15 MAY 1981 agreement between TRADOC and DLIELC was reached that DLIELC In-House Vocabulary would not be produced for this MOS.

APPENDIX 7

Appendix 7 is the machine-generated vocabulary list. It was not useful for our purposes. It is included as a vocabulary reference.

JNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651



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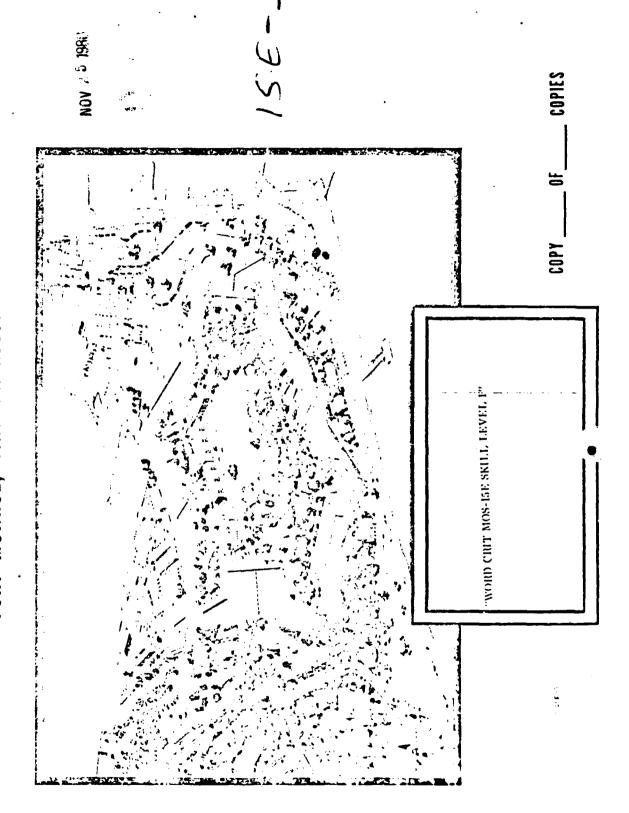
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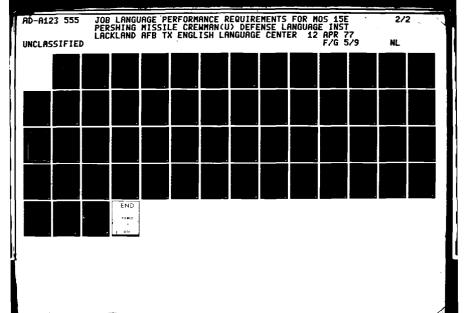
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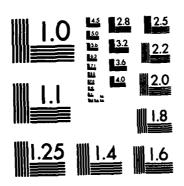
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BRITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MOURDE, VIRGINIA 23651







MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

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UNITED STATES ARMY TRAINING AND DOCTRINE COMMANI Fort Monroe, Virginia 23651 HEADQUARITERS



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APPENDIX 8

ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.
(See Section II for discussion.)

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LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

Sentences:

A. Declarative
B. Interrogative

statement question

- 1. wh- questions
 2. tag questions
- yes/no questions command, polite request

D. Exclamatory exclamation

Sentence Complexity:

C. Imperative

A. SimpleB. Compound

Complex

one full subject and predicate two or more independent clauses joined by:

1. punctuation

2. punctuation and conjunctive adverb

3. coordinate conjunction

one or more dependent clauses and an

independent clause

two or more independent clauses and one or

more dependent clauses

Verbs:

A. Concord

B. Transitive

C. Intransitive

D. Copula

E. Linking

F. Auxiliaries of tense

Compound-Complex

G. Auxiliaries of modality

H. Tense

I. Aspect

subject-verb agreement

takes an object

doesn't take an object

to be

connectors

will, do, did

should, ought to, must to, have to, have got to, able to, can, may, might,

could, would
present, past

perfect, progressive

Verbal Forms:

A. Present Participle
B. Past Participle

active voice passive voice

Voice:

A. Active

B. Passive

1. agent expressed

2. agent not expressed

subject does action

subject does not do action

Nouns:

A. Singular man, pen
B. Plural men, pens
C. Count chairs
D. Mass flour
E. Possessive soldier's
F. Collective fish

Adjectives:

A. Predicative

B. Attributive

C. Degrees of comparison

1. regular

2. irregular

D. Ordinal/Cardinal

Numbers

The tank is green

The green tank is moving.

big, bigger

worse, worst

first, one

Adverbs:

A. Time/Frequency immediately, today, ago
B. Place/Position here, there, everywhere
C. Manner maybe, possibly
D. Negatie no, never
E. Comparison of nearest, harder
F. Degree thoroughly, completely

Articles:

U

A. Definite a, the B. Indefinite any, some

Pronouns:

A. Personal you

B. Demonstrative that

C. Indefinite anybody, both, each

D. Reflexive himself, yourself

E. Cases of I, me, my, mine

F. Relative who, whom, whose

G. Interrogative who, which, what

Conjunctions:

A. Coordinating and, but, or, nor
B. Subordinating because, if, as, that, after
C. Correlative either, or
D. Conjunctive adverb therefore, furthermore

Prepositions:

- A. Simple
 - 1. place
 - 2. time
 - 3. direction/motion
 - 4. manner/agent/ instrument
 - measurement/ number amount

to

by, with

in, at, on

on, in

of

B. Compound:

Vocabulary:

according to, because of, by means

words from 1100 through 2400 - Elementary and Intermediate Phase of General English materials

Special Expressions/Idioms

Verb Combinations

"knock it off" "can it, buddy"

two word verbs

END

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